

Early Learning Advisory Council (ELAC)

Early Achievers Barriers Focus for Early Achievers Review Subcommittee (EARS)

April 5, 2016

Enrollment

- Process for how licensors will be better informed and involved as part of their tasks
- Is there consistent “buy-in” and training for licensors?
- Lack of sustainability in incentive funding
- Embrace providers and parents of diverse and dual language learner communities to be engaged in defining Early Achievers framework for their stakeholders. Time to broaden definitions such as “child outcomes” and “family engagement.”
- “Transparency and accessibility- communication”
 - Interface of providers with parents
 - How does structure of EA meet program culture?
- Ability to erase using MERIT without having to call a support tech
- Must focus on parent awareness—parents need to demand high quality care and know why it matters

General

- Updating MERIT to be easier to use
- Consistent explanation about benefits of getting involved
- Develop communication/marketing plan for reaching providers, families and the general public.
 - Prioritize communication to families about WCCC providers being rated level 3 or higher. Families need to know if they will lose their care!
- More play

Level 2

- Speak with communities as outreach and take questions (go to them)
- Outline budget to support programs encouraging teacher higher education
- Support direct managers to give feedback (strength based) to teachers about process
- Budget to help programs purchase computers and get internet access
- Cultural considerations regarding timelines/deadlines (Tribal)
- Review the current actions in each of the barrier areas to see if they are being adequately attended to, then focus on the areas that require additional attention

- Evaluating the barriers to see if there is a core thread to a single root cause to address multiple barriers
- “Time consuming” -great difficulty in evaluation of all the demands of time and attention drawn out of any normal program goals
- Good coaching helps focus on program strengths, but sense of compromise exists and can sap program resources or even divert focus from our work for children and families
- Need provisions for more self-determination, recognition of cultural needs and value of original quality of program that has drawn families.

Comment to be applied to all areas:

- First step to remove “barriers” that aren’t founded
- Remove those that have not been identified as having a proposed progress/action (they are probably too big/ or systems level for ELAC)
- Identify a budget for solving/addressing concerns because if there aren’t the resources to address them (MERIT in Somali/Spanish/Korean, etc.) perhaps it shouldn’t be a focus right now.

Subcommittee Structure and Other Feedback/Issues

- Provide list of subcommittee participants on DEL-EARS web page
- Have a committee chair—have the chair be the main point of contact between ELAC and EARS—chair presents at meetings
- Stone-faced EA raters; negative experiences during ratings